

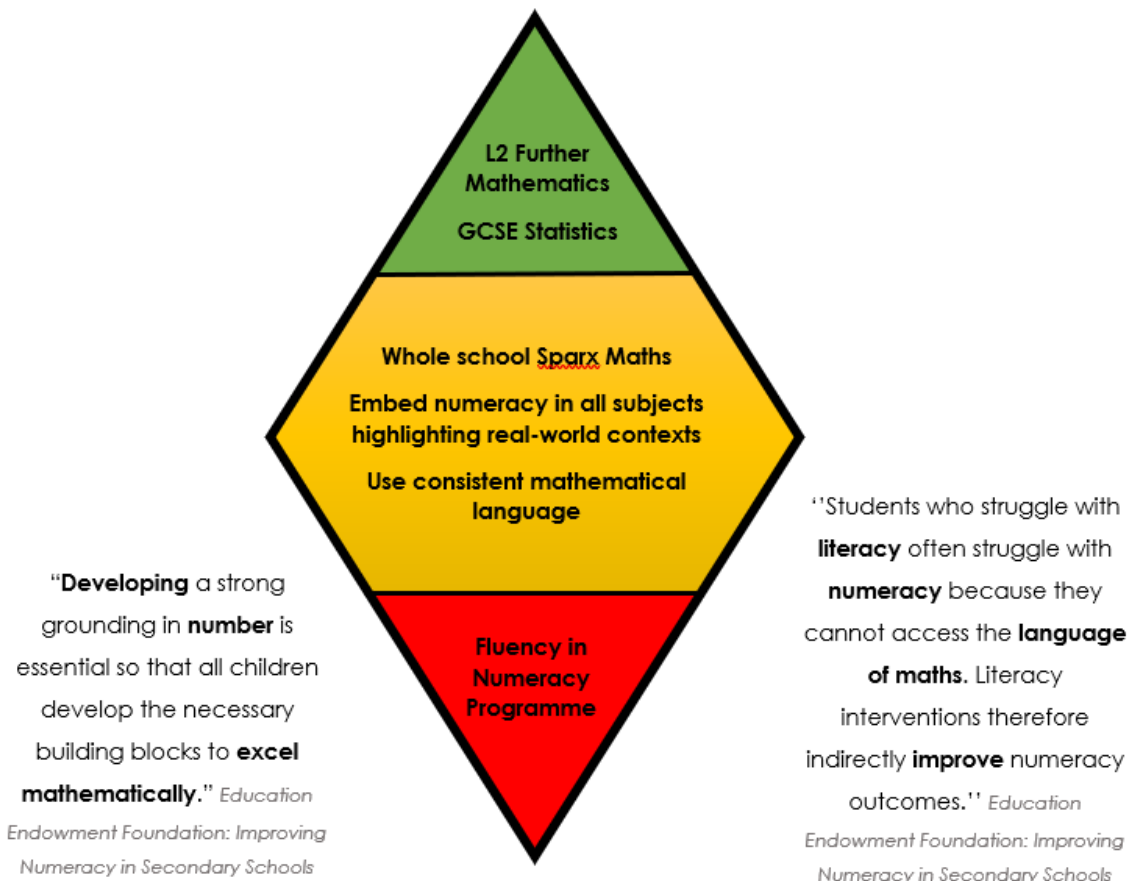


'Working together to safeguard children'
"RESPECT, BELIEVE, ACHIEVE."

Cardinal Heenan Catholic High School

Numeracy Policy

Approved by:	Name: Full Governing Body	Date: January 2025
Last reviewed on:	Date: December 2025	
Next review due by:	Date: December 2026	



'Help us to achieve our full potential in everything we do'

NUMERACY AT CARDINAL HEENAN:

- Numeracy is a **key skill** in students' learning and all learners are **entitled** to quality experiences in this **across the curriculum**.
- The teaching of numeracy is the **responsibility of all staff** at Cardinal Heenan Catholic High School.
- A **clear, systematic, and ambitious pathway** to becoming **accurate and fluent in numeracy** is the entitlement of every pupil.

Rationale

- raising the profile of the importance of numeracy within the school and raising standards of numeracy and mathematics
- making numeracy teaching an overt part of every curriculum area
- create a positive and attractive environment which celebrates numeracy
- provide role models (KS5) through celebrating the successes of older students
- practise the pupils' range of numeracy skills
- display high quality examples of numeracy being applied across the curriculum
- provide professional development on teaching numeracy as appropriate
- providing the more able students in KS4 the opportunity to do L2 Further Mathematics GCSE
- providing students in KS4 the opportunity to do GCSE Statistics

Statement of Intent:

- It must be recognised that not all learners in a particular group will have the same numerical skills and where you are unsure of the capabilities of particular students a member of the mathematics department should be consulted.
- All teachers will encourage the writing of mathematically correct statements.
- Wherever possible learners will be encouraged to vocalise numerical oracy so that full understanding can be promoted.
- All learners should be helped to understand the method they are being asked to use or being taught - they are then more likely to be able to transfer and retain this method rather than learning by rote.
- Students use a variety of thinking skills which should be transferable to other subject areas to solve problems, please see Numeracy Subject Audit.

Key Roles & Responsibilities

The School Leadership Team will:

- support the development and implementation of the cross curricular numeracy policy and practice
- monitor the effectiveness of cross curricular numeracy strategy in raising standards of achievement
- provide professional development opportunities and resources for teachers and associate staff as appropriate to further support their own understanding and practical competency in numeracy.

The Numeracy Co-ordinator will:

- work with the leadership team to determine a strategy for dealing with numeracy across the curriculum and to ensure the effective development of the whole school numeracy policy
- monitor the implementation of the whole school numeracy policy through learning walks and book scrutiny
- evaluate the effectiveness of the strategy and modify it as necessary
- lead staff professional development on common practices and methods to be adopted across the whole school and provide exemplar materials for use in classroom
- work systematically with numeracy links, subject teachers and individual staff
- encourage teachers of mathematics to aid and advise to other subject teachers so that a consistent approach is used across the whole school
- raise the profile of numeracy across the whole school
- seek opportunities for topics from other subjects to be used in numeracy lessons
- publicise mathematical methods to be used consistently across the school
- ensure that there is constructive communication between the numeracy links and the whole school
- work in conjunction with the Curriculum for Life co-ordinator to ensure financial numeracy resources are fit for purpose.
- Lead L2 Further Mathematics for KS4

The HLTA Numeracy will:

- Deliver learning activities with small groups of pupils who have been identified as weak in numeracy with a key focus on those that are SEN or/and disadvantaged.

- Use assessment effectively to inform teaching and learning and to help pupils embed key concepts.
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All teaching staff and teaching support assistants will:

- be aware of how they can support the delivery of numeracy within their subject;
- ensure that numerical tasks included in their lessons are age and ability appropriate and used accurately
- highlight opportunities for the use of numeracy within their subject area
- consider numeracy in their short and mid-term planning, using the “Numeracy Essentials Guide for Teachers and Parents”;
- have a positive attitude to numeracy;
- attend appropriate professional training to develop their subject specific numeracy skills.
- Mathematics staff to be aware of the overlap of L2 Further mathematics and GCSE mathematics
- Celebrate numeracy achievement through ClassCharts (100% Sparx maths)

The Role of Heads of Department, Coordinators, Curriculum Leaders and Subject Leaders

In order that the policy becomes whole school practice, it is important that Heads of Department, Coordinators, Curriculum Leaders and Subject Leaders ensure that:

- Schemes of learning have opportunities for numeracy included and identified;
- Any lessons should involve relevant numerical content
- Each curriculum area has a resource of relevant mathematical methods accessible to staff;
- New staff are aware of the Numeracy Policy and its inclusion in the subject area;
- The promotion of numeracy in lessons is included in the regular monitoring of learning and teaching and departmental self-review;
- Displaying examples of numeracy within curriculum-based contexts.

Monitoring & Evaluation:

- KS2 data and Sparx Baseline tests inform ongoing refinement of numeracy provision.
- **Progress data is analysed regularly**, with particular attention to pupils who are highlighted as weak in numeracy.
- Subject leaders contribute to evaluating the **impact of whole-school numeracy strategies**.
- Numeracy materials are reviewed regularly to ensure they align with curriculum content, reflect diverse perspectives, and build pupils’ cultural knowledge.
- Data and work sampling are triangulated with lesson visits to evaluate implementation and impact.
- Senior leaders and governors maintain oversight of numeracy development, ensuring accountability and sustained improvement.